VOL. 67
ISSUE 1
SPRING 2020

Pawsitive

REFLECTIONS & RESOURCES

CSD

CALIFORNIA SCHOOL FOR THE DEAF - RIVERSIDE

ACCOMPLISHMENTS
STEAM Education & student success

RESOURCES
language & social-emotional services

UNDERSTANDING
impact of language deprivation

WHERE LANGUAGE AND LEARNING THRIVE!

News from Nancy, Superintendent

Nancy Hlibok Amann, Ph.D.
Superintendent

Research has shown that many Deaf children are not being exposed early in life to an easily useable language as a foundation for thinking or learning. Without language acquisition, Deaf students do not access communication and learning; therefore, their right to a Free and Appropriate Public Education is not being met. To repair the damage of language deprivation among deaf children, CSD is fully committed to ensuring that our students receive full and consistent access to American Sign Language and English. Empowered with bilingual language and literacy, CSD students engage in academic, extra-curricular, and social opportunities that help them thrive academically and emotionally.

Oftentimes society views Deaf children using ASL as being cut off from communication access with hearing people. The truth is that ASL, as an easily useable and natural language, generates more access for children to develop healthy connections between Deaf and hearing people, as ASL users are likely to be more literate, more aware of the dynamics of language and social interactions, and more able to empathize with others.

With communication that is always visibly accessible in the classrooms, hallways, and on the playground, CSD is the Least Restrictive Environment for students who do not access information primarily through the ear. I am very proud of how our students have blossomed into well rounded bilingual and biliterate citizens after receiving a high-quality education here. I welcome you to contact us for more information and for a visit, to consider our public school as a viable option for your Deaf students. California School for the Deaf is “where language and learning thrive!”

Editor's Note

Erika Thompson, M.A., Coordinator
Thrive! Outreach Resource Center

Volunteer Layout Editor, Melissa Kinney '04
Printed by Wes Rinella's Graphic Design class

Deaf or Deaf and Hard-of-Hearing

For the sake of simplicity of language in this newsletter, as well as in the name of our school, and for the inclusiveness of all individuals whose fluid identities may be Deaf, deaf, DeafBlind, DeafDisabled, hard of hearing, or late-deafened, we use the culturally accepted umbrella term to stand for everyone as "Deaf". I replaced some authors' originally written phrase "deaf and hard of hearing" with "Deaf", to not divide the complexities of individuals' ranges of hearing level, skills, and experiences into two separate groups. Instead, all children's unique differences are on the spectrum of the Deaf experience.

California School for the Deaf in Riverside

As the school serves students of all language abilities and academic levels including provision of Honors and Advanced Placement, the staggering number of language-deprived students that we receive at the school has always been and still is as our greatest educational challenge. CSDR fosters an authentic language foundation through visual modes, American Sign Language, and through stimulating academic content, including a strong focus on STEAM (Science, Technology, Engineering, Art, and Mathematics). At CSDR, we supply early ASL immersion and unlimited language interaction opportunities during the day and throughout the evening (for day students who take part in after school programs and school events, and for students who stay at the school during the week). Our programs, curriculum and instruction are appropriately modified and designed to Deaf visual learners. In this issue highlights some of these programs and techniques to maximize students’ language acquisition and learning, as a cornerstone to academic achievement.

PURSUING ACADEMIC EXCELLENCE

by Ms. Erika Thompson, Editor

CSD Riverside has a proud history of academic excellence in all subject areas through healthy competition against other schools and programs for the Deaf in the country. CSDR won the first national Academic Bowl in 1997. In the last three consecutive years, out of approximately 80 schools/programs, CSDR has placed in the final three from 2016-2019. For six consecutive years, CSDR was the reigning regional champion.

Last year, the 2019 Academic Bowl students Spencer Willey '19, Jared Herman '19, Aspen Goldstein '22, and Clark Barrett '21, made history by reaching the furthest since 1997 with an impressive 2nd place in the national Academic Bowl at Gallaudet University. Spencer and Clark both were recognized on the 8-member national All Star team, the only school with more than one student bestowed with this honor in the same year.

2020 Team:
(bottom) Aspen Goldstein, Trevin Adams, Enrico Miller & Ty Willey
(top) Coaches Amanda Willard & Alyssa Romano, & fan Zane Hencker

This year, the rather young team, without three of its former, strong players, continued to do well at the regional tournament placing in 4th and qualifying for the nationals. The students had a great time in Honolulu, Hawaii amidst the tough, two-day competitions.

Aloha - West Regional Academic Bowl in Honolulu, Hawaii

All these remarkable, intelligent, quick-witted and brave young adults have something in common. They have had full visual access to language (ASL) since birth, with many Deaf or signing peers to engage in language interaction. They also have been enrolled at California School for the Deaf, Riverside or at another state school for the Deaf since preschool. At CSDR, they take Honors and AP classes, fully engaged in bilingual language studies and academic content, with state-adopted curriculum materials and correlation to the state and national standards.

Recipe for Deaf Student Academic Success:

- ✓ Full visual, early access to language (ASL)
- ✓ State school or large program for the Deaf
- ✓ Many Deaf peers for language interaction
- ✓ Bilingual education and high expectations

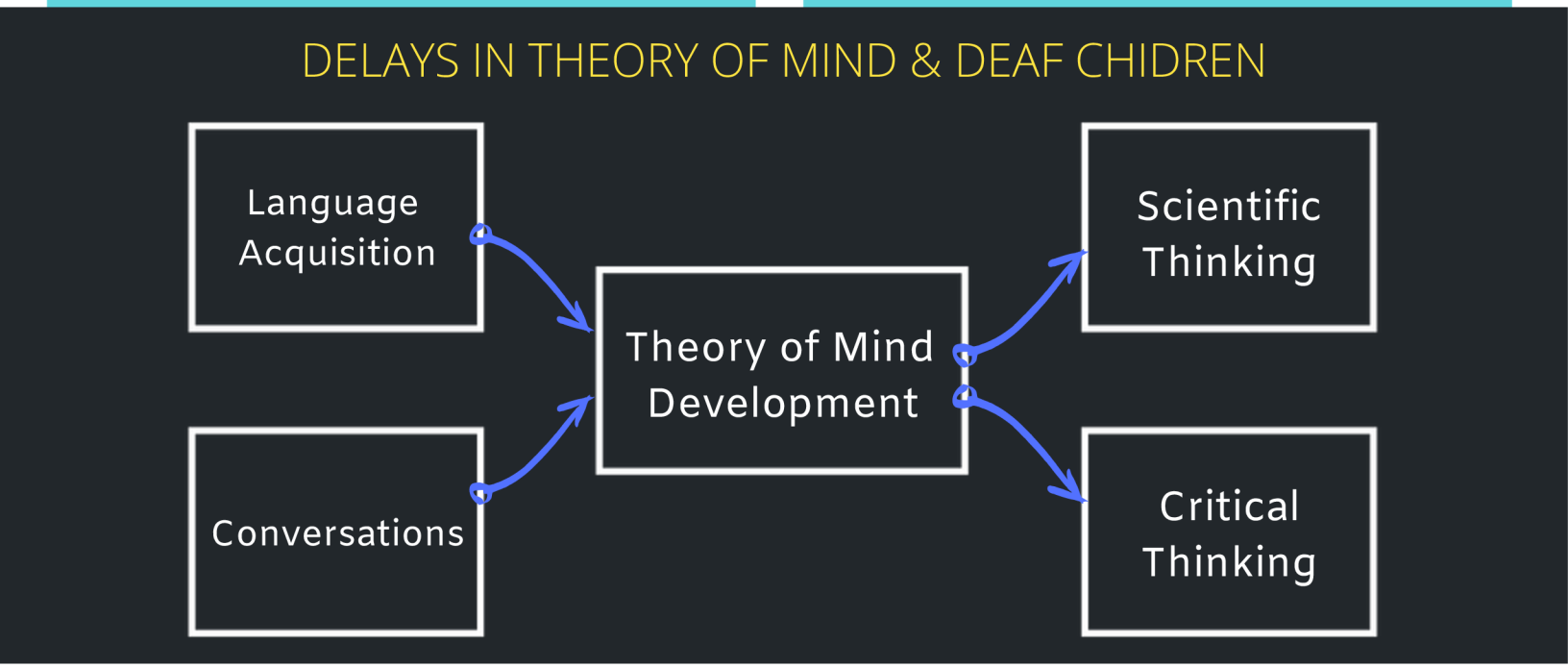
The Impact of Language Deprivation on Pragmatic Language Development

BY THE CSDR SPEECH-LANGUAGE TEAM

People often think of language development as vocabulary, sentence structure, and understanding stories. When considering language deprivation, it is important not to neglect the development of pragmatic skills. Pragmatic communication focuses on appropriate use of language in social situations. Children should be able to use language in a variety of age-appropriate social situations. Focusing on pragmatic development ensures that language learning is personally relevant, fosters peer relationships, and helps individuals to build resilience in an ever-changing world. People working with young Deaf children with language deprivation should plan and provide activities that involve:

- asking questions
- giving/following directions
- engaging in appropriate sequence and turn-taking when playing a game
- perspective taking
- making choices and understanding consequences for each choice
- making inferences

- telling a story in sequence
- recognizing a falsehood, truth/lies, teasing
- understanding the intent behind the message
- revision of an unclear message
- creating persuasive arguments
- using language in defense of false accusations
- maintaining a topic



For more information on this topic please see the following websites:

- https://blog.asha.org/2016/12/13/games-to-support-reasoning-and-language-skills/
- https://successforkidswithhearingloss.com/forparents/pragmatics/

Communicative/Pragmatic Functions

- http://ncaca.info/wp-content/uploads/2014/03/PODD-Language-Comparison-for-one-page-opening-communication-books.pdf

Pragmatic Milestones

- http://www.rchsd.org/documents/2014/04/pragmatic-language-cochlear-implant.pdf/
- https://nyspta.org/wp-content/uploads/2017/08/Conv17-305-Executive-Functions-Hierarchy-HandoutPeters.pdf
- https://speechhearing.columbian.gwu.edu/sites/g/files/zaxdzs1996/f/downloads/Milestonesguide.pdf

RESEARCH SUMMARY ON ASL/ENGLISH BILINGUAL COGNITION

Dr. Melissa Herzig, et al. | VL2
Gallaudet University

Early language exposure is crucial to children's ability to become lifelong learners, regardless of communication methods. The benefits of bilingualism have become more apparent in recent years, with the most obvious benefit being the ability to communicate in two languages. Crucially, early bilingual language exposure (be it to two spoken languages, or to a signed and a spoken language) has been demonstrated to provide the young learner with fundamental, brain-based cognitive as well as language, reading, and literacy advantages—indeed higher cognitive and language benefits that have been observed to span the bilingual's lifetime. Moreover, for a child to fully benefit from the cognitive advantages of bilingualism, the development of both languages need to be encouraged and in all social and academic interactions. In the case of Deaf children, the lack of early exposure to visual language is a likely contributor to the persistent low levels of reading achievement in this population. ASL proficiency has been positively correlated with English literacy and spoken language development.

"SURE!" and "HOLD THIS", says four-year-old Zalia in ASL to her classmate, Kash. Students engage in lively, spontaneous communication during times given for interactive play in class

Opportunities that provide engagement with visual language and printed literacy places deaf children on a path towards fluent bilingualism. Deaf children ought to be exposed to examples of extended use of sign language (such as stories) to provide them with "opportunities to develop potential cognitive flexibility and metalinguistic abilities in order to facilitate the development of English literacy skills".

Additionally, early exposure to fingerspelling helps these children become better readers as it facilitates English vocabulary growth (7). Early visual language experience offers far-reaching advantages for a Deaf child's linguistic, communicative, cognitive, academic, literacy, and psychosocial development (8).

For reading fluency and high-level comprehension processes to take place, lower level processes such as rapid word recognition need to occur which aids reading fluency (9). As the vocabulary knowledge base accrues, or leveraging knowledge from ASL to English, the child can benefit from top-down reading processes.

The importance of fingerspelling is emphasized for reading. Research suggests that early fingerspelling exposure helps deaf children become better readers, fingerspelling and literacy development are interrelated, and it facilitates vocabulary growth (10).

FOR FURTHER READING | THE BENEFITS OF BILINGUALISM

The earlier the language input, the better for cognitive and brain development.
http://vl2.gallaudet.edu/files/5613/9216/6289/research-brief-7-the-benefits-of-bilingualism.pdf

WHY DEAF CHILDREN NEED ASL

Written by Tracy Stine, reprinted with permission from American Society for Deaf Children | deafchildren.org

It may not surprise you to learn that more than 90% of Deaf children are born to parents who can hear. But it may surprise you to learn that up to 88% of those parents will never learn sign language – a decision that will have a huge impact on the rest of their child's life.

Even if a parent has made the decision to get cochlear implants and plan to have English as their child's primary language, it's critical that Deaf children be given access to sign language right from the start. Here's why:

In addition to evidence from academic research, there is ample evidence from real life that children who grow up with both ASL and English can – and do – go on to be successful bilingual adults. The bottom line is that if hearing parents invest in learning and using ASL, they can provide a solid foundation for their child to learn, thrive, and succeed.

- Deaf children who acquire ASL at a young age perform better academically, understand more English, and often have better skills for organizing, maintaining attention, and inhibiting impulses.
- Deaf adolescents who rated their communication with their families as poor reported more symptoms of depression.
- Deaf adults who lacked early language skills went on to have difficulties knowing social norms, developing work skills, understanding and exhibiting interpersonal and interaction skills, and some have difficulty living independently.

WHY ECE AT CSDR? FOSTER EARLY LANGUAGE ACQUISITION

The Earlier the Better

Research shows that brain development is most rapid during the early years of life, from birth to age five. Therefore, unlimited and accessible exposure to language, along with a high quality education, are critical during this stage. Starting at 18 months, the Parent Infant Program (PIP) provides early playful experiences to stimulate the acquisition of language, socio-emotional, and physical skills. The teachers use the Reggio Emilia (RE) approach, which ensures that all activities are accessible, engaging, and achievable. RE also offers several ways of delivering information, such as objects hanging from ceilings, fine motor manipulatives, visual aids on bulletin boards, and/or sensory experiences. In connection to Universal Design of Learning (UDL), RE is based on the principles that children:

Kash and Zalia offer to 'HELP' another student

- have some control over their learning
- are allowed to explore
- have a relationship with other children and with objects in the world
- have endless opportunities to express themselves

The visible and tangible environmental stimuli that teachers provide in the classroom gives young children a springboard to develop skills in language and thought in a fun and meaningful way.

Written by Jaclyn Vincent, Parent Infant Program Teacher

Sightseeing in Early Childhood Education

Written by Jaclyn Vincent,
Parent Infant Program Teacher

We are advocates of Deaf children's language development to be on par with age-appropriate milestones. Through our language-rich classrooms, along with innovative STEAM teaching, as well as meeting the state-mandated assessments, we invite families to celebrate achievability with us. Come and visit us!

ECE garden outside by classroom for hands-on learning

Calvin, Kourtney, and Matt study hermit crabs in a terrarium

Cultural building structure art activity with wooden sticks and paint

Multicultural art activity with construction paper and glue

STEAM IN ECE

Teachers from PIP through Pre-Kindergarten collaborate in creating an innovative Science, Technology, Engineering, Arts, Math (STEAM) learning environment for all of their students. The "STEAM Room" is a classroom in the ECE building that has a door leading to the ECE garden, which is inspired by the National Wildlife Federation's idea of a Schoolyard Habitat. The ECE garden aims to create and restore wildlife habitat while teachers provide opportunities for students to create STEAM products that cultivates and supports the garden.

CULTURAL CELEBRATIONS IN ECE

Mindfully aware of the truths in their classrooms, ECE teachers are sensitive to students' perspectives of color, language, gender, and physical ability. Through their environment and selection of toys, choice of words, and activities, they work together to apply inclusivity in their instruction, as individual classes and as a whole department. In addition, on a monthly basis, ECE teachers celebrate with their students as a department, by hosting multicultural events with fun STEAM activities, guest speakers, and cultural foods.

ASSESSMENTS IN ECE

As required by the state, ECE teachers give two assessments to monitor students' language progress through the year: the Desired Results Developmental Profile (DRDP) and the SKI-HI Language Developmental Scale (LDS). Designed for use from birth through twelve years of age, DRDP (2015) observes, measures, and documents children's developmental levels in all domains of academic, physical, and social performance**.** Assessment results pave the way for ECE teachers in what to teach, how to group students, how to differentiate instruction, and how to informally assess the students. In addition to state-mandated tests, ECE teachers utilize pre- and post-assessments on mathematics, language and literacy, family demographics data, ASL viewing and reading comprehension, ASL expressive and English written samples, and social and language observations. The ECE speech teacher also conducts language and speech assessments.

STATE ACCOUNTABILITY FOR EARLY LANGUAGE ACQUISITION

THRIVE! OUTREACH RESOURCE CENTER & EARLY CHILDHOOD EDUCATION

In July 2017, the California Department of Education released the expected Language Milestones for children who are Deaf. Tracking your child's language growth is a high priority. You and your Early Start or preschool teacher should discuss whether your child is meeting each of the milestones and is making age-appropriate language growth. Review the Language Milestones from the CDE website. Check off the milestones on the "road map" and watch as your child moves down the road towards being language-ready for Kindergarten by age five. Any time your child is not making age-appropriate language growth, it is important that you and your child's teacher discuss what changes need to be made to your child's program and services to help ensure your child is making the progress necessary to be ready for Kindergarten. It is important to make sure those service changes get written into your child's Individualized Family Service Plan (IFSP) or Individualized Educational Program (IEP). Even during their 1st year, babies are watching, learning, and absorbing the language around them, even though babies may not speak or sign much during this time. So be sure to talk and sign to your baby all the time! By the time your child is ready to enter Kindergarten, their ASL and / or spoken word vocabulary should be close to 5000 words. It just takes direct effort and time.

Pre-kindergarteners excitedly discuss their observations and ideas in Ms. Mary Visco's classroom

SKI-HI LDS IS IMPLEMENTED IN ECE AT CSDR

SKI-HI LDS assessment became state-mandated when the California Senate Bill 210 was passed. By law, from birth to age five, local education agencies (LEA) and teachers who work with Deaf students are obliged to report to CDE their monitoring and tracking of each child's language development. This way, each student is ensured kindergarten-readiness. According to CDE DHH Consultant, the evaluation is administered every six months, and if the child shows that he/she is not making age-appropriate language growth for either spoken or signed expressive/receptive skills, then an intervention from the Individualized Family Service Plan (IFSP) team is implemented. The ECE program at CSDR, which serves students from 18 months of age to age 5, is committed to this assessment by implementing it twice a year, and sharing results with families and the next teachers.

Motivated to Read

by Ms. Mary Margaret Kopcho, MS/HS Librarian
Photos by Melissa Kinney '04 and Ms. Pat Melvin, ES Librarian

Accelerated Reader (AR) is a reading incentive program that CSDR has formally adopted schoolwide. All three schools: Elementary, Middle, and High Schools have established a mandated schoolwide reading time based on Drop Everything and Read (DEAR) – in which they read 20 minutes per day in each class. We are excited to have AR at our school and are looking forward to seeing positive results and creating lifelong readers!

Teacher Training

All teachers undergo training to learn how to use the program with their students. Teachers also receive training online through Renaissance University to gain further knowledge of how to use the AR program better.

Incentives

The AR Points Club committee comes up with ideas and plans to motivate students to read books and take AR quizzes. To provide equity, the points system is based on two groups: low and high readers. A donation of $1,000.00 will be split among all three schools with $300.00 each and the remaining $100.00 is to be awarded schoolwide to students who read the "most million" words.

Incentive Bulletin Board

Students also refer to an incentive board the Elementary Library Each reader's name is labeled on a laminated brown bear die cut (for the school's "Cub" mascot).

"Elementary had their first pizza party for 27 students who have passed their AR tests on December 17, 2019.

Every time students earn five points by passing an AR quiz, their "Cub" is moved across the board starting at 5, 10, 15, and so on to 100 points, and an incentive reward is given for each increment. ES librarian Pat Melvin has created this chart with inspiration from Pinterest (a teacher's best friend ever!) She obtains progress reports monthly, monitors the incentive chart, and provides the rewards. A similar model will be added in the MS/HS library to create inspiration by grade levels as part of the class spirit competition.

Elementary gives out rewards on a monthly basis, tri-monthly basis, and at the end-of-year. Middle School gives rewards during their quarter assemblies, a large incentive for a Field Day if their students read 30+ million words, and an ice cream party. High School presents gift cards at academic rally assemblies, with one large reward, and a lunch party for the "most million-word readers".

ARE SCHOOL ASL CLASSES NECESSARY FOR STUDENTS? Y-E-S!

by Ms. Scarlett Valencia, High School Principal

An ASL curriculum has for years been in place for our students, in addition to their English courses. And yes, we know exactly what you're thinking. Is formal ASL instruction really that important and/or necessary? The answer to that question is, once again, a big fat resounding Y-E-S.

Why? According to Dr. Jim Cummins, a professor who works on language and literacy development of English language learners, schools that offer bilingual/bicultural programs use ASL not just as a support to English and content mastery, but also as a crucial tool to represent ideas and think critically about issues. Children, whose first language is spoken English, enter school fluent in English but still take English lessons for at least 12 more years on the topic.

Formal English instruction helps hearing children deepen their linguistic knowledge and gives them even greater academic strength in their first language. This should also apply to Deaf children. The teaching of ASL Language Arts serves the same function, providing these children with an effective tool for thinking and problem solving. Deaf students who receive formal ASL instruction transfer this cognitive power to English. They have greater opportunities for developing conceptual and academic proficiency in not only one, but two languages. The best way for students to learn new material is if they activate their prior knowledge, therefore, we need to ensure that our students have a strong foundation in their first language, ASL. Knowing ASL doesn't interfere with the learning of English. As a matter of fact, it has the opposite effect. It has been proven that the more signing skills a Deaf child has, the more improved the child's reading skills are, as well.

MS students work with Ms. Joy Maisel on expressing their argumentative essay through ASL on video, starting their rough drafts on their school-issued iPads and finishing the final draft with the camcorder against chrome green background

Thompson

For years, teachers have correlated ASL instruction and curriculum resources to the common core English-Language Arts standards and objectives for each grade level, using the curriculum framework developed by the ASL/Bilingual specialist. Upon the later release of the national ASL Content Standards from Clerc Center, the ASL instruction team is expanding the current curriculum maps with resources, activities and assessments. This shift to the new national standards starts with the lower grade standards format, and then works up to the higher grades.

ASL is used as a medium of instruction that focuses on deepening students' conceptual foundation. Students develop appreciation of ASL grammar, composition, and literature studies, and learn to use ASL for intellectual inquiry. Bilingual Language Arts teachers who teach both languages help connect lessons and build bridges between students' first and second languages. View the examples in the graph on the next page of student activities during ASL classes that transfer to academic success in other courses.

Our students in secondary grades take two Bilingual Language Arts classes; both teach about language and how best to analyze and appreciate both the students' first and second languages. The bridges built between these two languages will enhance the academic experience and help students become better language learners and users. The understanding gained from these language classes will not only help students through graduation, but also as lifelong language learners. Students need full support in formal ASL instruction alongside their formal English instruction.

BUILDING SKILLS IN INSTRUCTION FROM ASL TO ENGLISH

by Ms. Scarlett Valencia, High School Principal

Students who ...

- understand the function of a 'metaphor' in ASL ...
- recognize patterns in ASL poetry presented through films ...
- work on developing their presentation skills by videotaping themselves following the signing process ...
- review video clips and edit their presentation until they feel confident ...
- view signed ASL stories to find story elements such as characters, settings, plots, and themes. They work on various genres while signing stories, and adjust their tone and approach as they present information ...
- work on creating proper sentences by identifying subjects and predicates, and then analyze the syntax to see which order of words make the most sense ...

- ... are more likely to understand how metaphors function in English.
- ... and then recognize patterns and rhythms in English poetry.
- ... which is similar to the writing process of drafting, revising, and editing.
- ... allowing the transfer of information onto paper to make quality reports or essays.
- ... which transfers to reading skills that students acquire through English Language Arts classes.
- ... giving them opportunities to better understand how English sentences are structured.

STATE SEAL OF BILITERACY: ASL AND ENGLISH

by Ms. Joy Maisel, ASL/Bilingual Specialist

"the number of graduates who receive the seal of biliteracy is growing..."

First group in the country to receive the Seal in 2018 during the year of implementation at CSDR: Karla Mendez, Dakota Ronco, Hailey Burton, and Nathaniel Humpal

CALIFORNIA SEAL OF BILITERACY

CSDR has adopted the California State Seal of Biliteracy (SSB) to be awarded to our high school seniors who have studied and attained a high level of literacy proficiency in two languages, American Sign Language (ASL) and English.

In promoting the school core values for proficiency in both ASL and English, not only at the conversational level, but in literacy, CSDR ensures provision of resources and instruction in both languages with two class periods of language arts, one in English and the other in ASL, and ASL/Bilingual staff specialists work with the classroom teachers for curriculum resources, workshops, and support.

CSDR IMPLEMENTATION

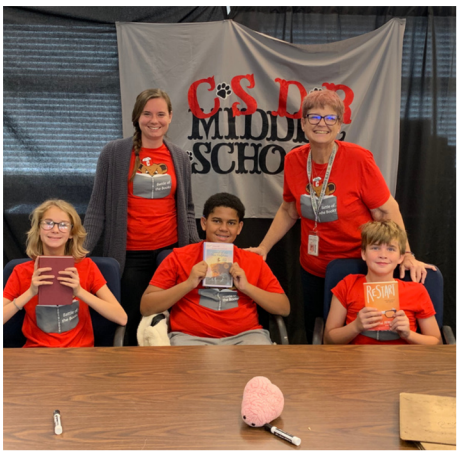
The first group of students at our school who received the CA State Seal of Biliteracy in 2018 were the first Deaf students in the country with this recognition. The number of students from our school who receive the seal continues to grow. Students passed the English state tests and were given the opportunity to take and pass the ASL expressive and receptive test, conveniently provided on our campus by two staff ASL-raters.

CONGRATULATIONS

Seal in 2019:
Cale Gamache, Elijah Andrade, Gabriella Rodriguez,
Shirley Torres-Lima, Spencer Willey, Thalia Bunda

MS Students performing Poe Stories onstage in ASL from English script

HS students Enjoying a beautiful day by reading *Night* outside on the grass



MS students prepare for literacy through Battle of the Books

BENEFITS OF THE SEAL

- SSB is a way to highlight an achievement that deserves recognition
- Encourages students to study languages
- Certifies proficiency of two or more languages
- Recognizes the value of language diversity and multiple cultures of a community
- Provides employers with a method of identifying prospective employees with bilingual and biliteracy skills.
- Provides universities with a method to determine language placement of applicants seeking admission
- Gives biliterate students a competitive edge in the college admission and job application process
- Prepares students with 21st century skills that will benefit them in the labor market and the global society
- Promotes bilingual education in schools

REQUIREMENTS

In order to be considered candidates for the SSB, they must meet the criteria outlined below. Once the criteria have been met, the SSB insignia will be placed on the student's diploma, and noted on their final high school transcript.

- Complete high school graduation requirements, including English language arts requirements, with an overall grade point average (GPA) of 2.0 or above in those classes
- Pass the California Assessment of Student Performance and Progress (CAASPP) in English language arts administered in grade 11 at the proficient level or above
- Demonstrate proficiency in ASL through following methods:

  - Pass an ASL Evaluation for Student Interview with a score of 3 or higher

  - Complete a four-year high school course of study in ASL and attain an overall grade point average of 3.0 or above in that course of study

ASL LINGUISTICS

STAFF TRAININGS

By Ms. Joy Maisel,
ASL/Bilingual Specialist

ASL Linguistics workshops ...

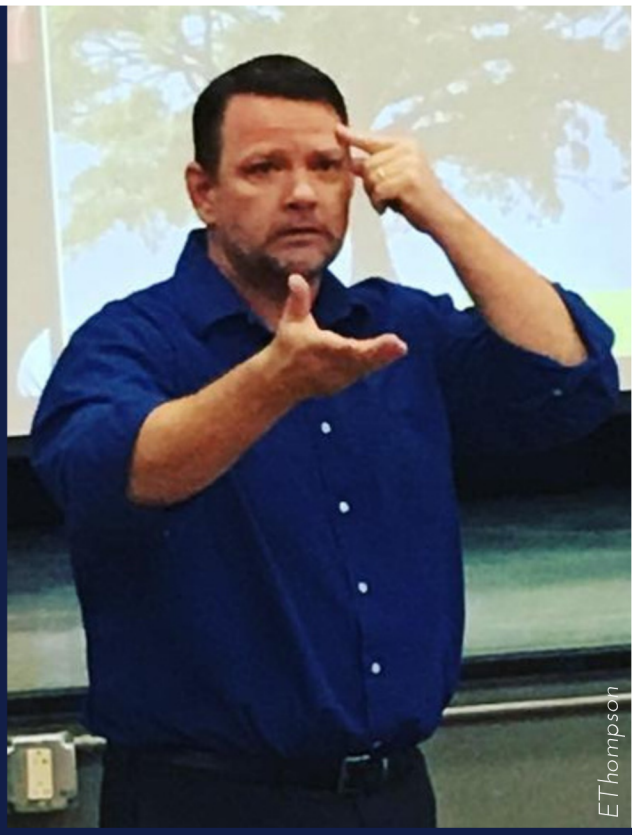
... are beneficial for colleagues to be on the same page and building bridges across languages.

– Lisa Chute,
MS BLA Teacher

... helped me with developing lesson plans that capitalize on student strengths in ASL and bridge their skills from ASL to English. Gamache and Struxness were knowledgeable and shared some ideas and feedback with us, BLA teachers!

-Stephanie Johnston,
MS BLA Teacher

Dr. Keith Gamache



Training Modules:

- Language Variation
- Depiction
- Surrogate
- Token
- Syntax
- Cohesion

Kevin Struxness

Training Topics:

- Parts of Speech Syntax (Phrase and Clause Structures)
- Lexicalized Structures
- Non-Manual Behaviors

ASL Linguistics Workshop Series

A series of ASL Linguistics workshops for the teachers and staff to expand their knowledge in ASL structure and grammar, in order to be able to teach ASL literacy in all content areas.

ASL Linguistics Trainers

CSDR hired Dr. Keith Gamache, an alumnus of CSDR, last and this year to provide ASL Linguistics training to a group of 25 teachers and staff, six times per year. Our school will continue this training with him until all teachers and staff have mastery in ASL linguistics.

Also, with the extensive knowledge of ASL, teachers and staff are able to teach students ASL and English translation skills. Studying ASL Linguistics not only teaches us about ASL, but also gives teachers tools to improves students' critical thinking and analytical skills.

In addition, our school ordered ASL~English Grammar: A Comparative Linguistics Handbook from Kevin Struxness, another alumnus of CSDR, and had him provide two days of training to deepen our teachers' knowledge of ASL and teach them how to use the handbook for bilingual language arts classes.

LEARNING LANGUAGE THROUGH NEXT GENERATION SCIENCE

by Ms. Nanci Shrager & Darrin Green,
CSDR Science Curriculum Specialists

CSDR committee screens state adopted Science textbooks for what best meets Deaf learners' needs

Textbook Adoptions

CSDR Elementary, Middle and High School have fully implemented the California Next Generation Science Standards (CA NGSS). Science Teachers are participating in science textbook publisher trainings and are exploring the materials in their classrooms with students. See the orange square which lists the textbooks that have been approved by CDE and selected by the CSDR science committee to pilot.

These new materials emphasize NGSS instructional shifts, highlighting the phenomena-based approach and the focus on the Science and engineering Practices as part of the three-dimensional learning. Teachers piloted the new programs during the 2019-2020 school year, and the selected program will be announced afterwards.

Mr. Andrew Tarpey's HS Science class conducts experiments in the Deaf-friendly science labratory

Textbooks Piloted:

Elementary: Twig, Discovery, Amplify
Middle School: Amplify, Foss, Pearson
High School: McGraw-Hill, Discovery,, Pearson

Career Technical Education & STEAM in Elementary

The past two years we have been preparing our teachers and students by having our CTE teachers come and teach our upper level students during the 2nd semester in areas of Graphic Arts, Woodworking, Coding, Art, etc. We have also hosted two consecutive years a Science Camp, "Camp Invention/National Invention Hall of Fame" on campus. We also hosted a Lego themed "soft opening" for our STEAM Makerspace, opening in 2020-2021. We got the momentum going for developing a love for STEAM learning! - Janelle Green, Elementary Principal

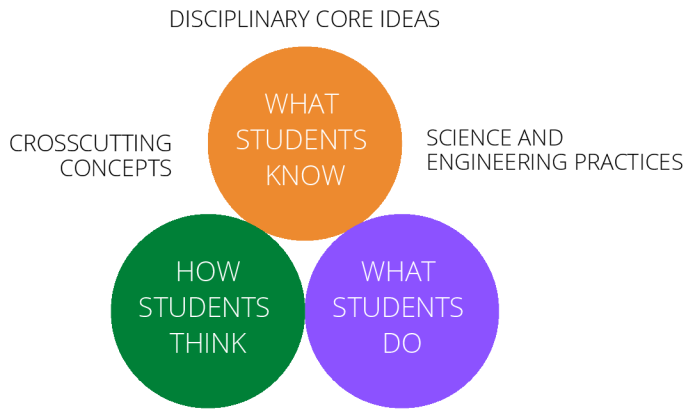
www.invent.org/programs/camp-invention

California NGSS Framework

The California NGSS Framework provides guidance on the new standards and helpful resources to make science accessible to all students. Click here for more information:

https://www.cde.ca.gov/ci/sc/cf/cascienceframework2016.asp

> "phenomena-based approach ... the Science and engineering Practices as part of the three-dimensional learning"



LITERACY AND STEAM: A PERFECT PARTNERSHIP

To be a successful contributor and citizen in our modern world, a certain level of Science, Technology, Engineering, Art, Math (STEAM) and Literacy is vital. In the Elementary makerspace, students will thrive as complex problem solvers and critical thinkers with a growth mindset – to know that learning never reaches capacity!

by Ms. Nanci Shrager & Dr. Natasha Kordus, CSDR STEAM Curriculum Specialists, and Ms. Janelle Green, Elementary Principal

Implementing the MakerSpace room with a Lego Wall, a Centerpiece of any MakerSpace, designed specifically for our students to be creative

As we begin the new decade, CSDR Elementary emphasizes the commitment to bring academic instruction and learning to the 21st Century as we guide students towards becoming college and career ready. The foundation of all future learning depends on a child's opportunities for engaging in a language rich world, where they can be involved in experiential activities that allow them to explore, experiment, ask questions, and discover the wonder and joy in learning. Towards that end, a Science, Technology, Engineering, Art, Math (STEAM) Makerspace has been established in the Elementary Library to serve all students K-5 year round. It allows students to go beyond adherence to the English Language Arts (ELA) California Standards.

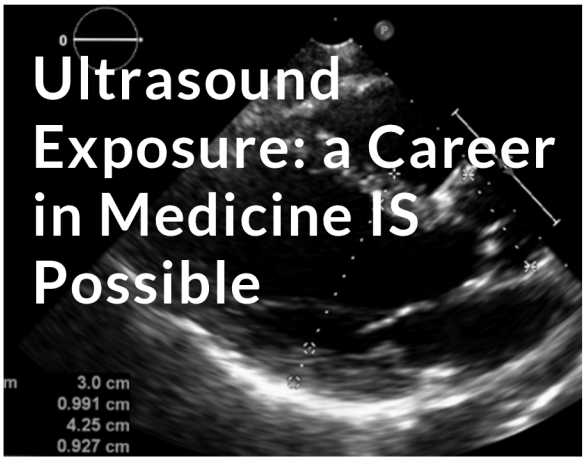
In this space, students will strengthen literacy skills while inventing, tinkering, exploring, and problem-solving. As they engage in in real-world opportunities, they will further apply their higher-level thinking skills and understanding of SEP (Science & Engineering Practices).

The goal of our Elementary Makerspace is twofold: 1) to allow a space where students can experience hands-on activities that parallel learning in the classroom; and 2) to help ready students for more advanced learning as they progress into our Middle School and High School academic and CTE curricula.

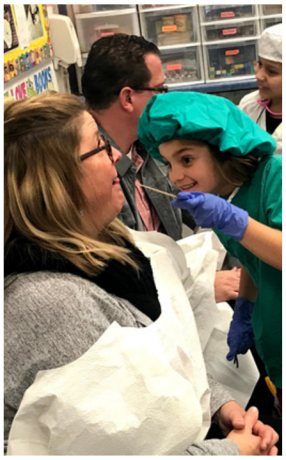
> "If you have Legos to donate, please send them our way!

As they challenge their creativity, students will engage in deep conversations that includes questioning, exploring, investigating, analyzing, and explaining. Nowhere else can Deaf children progress through a connected program from Elementary School all the way into High School pathways, leading to a college education or job credentials that allow them to enter the workforce immediately upon graduation.

More STEAM Highlights Schoolwide



High school science classes learned **ultrasound with hands-on exposure** with Dr. Fischetti and her colleagues from University of California, Irvine.

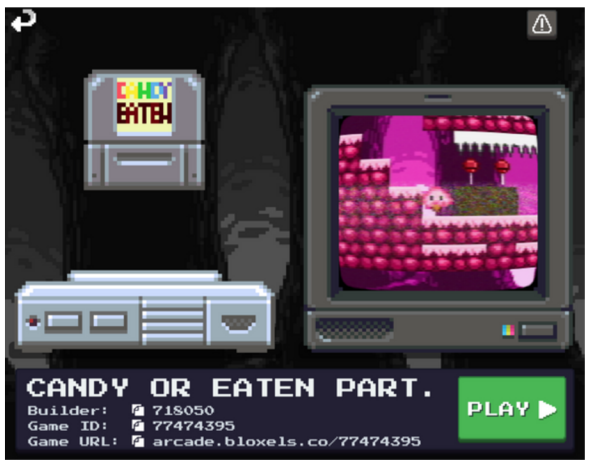


Middle School teacher, Ms. Elizabeth Henderson, is the **California Science Teacher recipient of the Presidential Award** of Excellence in The Teaching of Mathematics and Science.

Elementary students practice **checking the health** of their principal and Math/Science specialist, to determine whether they would pass the health inspection before **visiting space.**

Students used language skills to **prepare and present traditional Australian dishes** for the Alternate Curriculum Education Winter Feast.

Many **Culinary Arts** students got **first place awards** in five categories at the FCCLA Regional 10 meeting and STAR / C-STAR competitions. All CSDR student participants also advanced to state!



CTE student Myka Saavedra **designed a new computer game** circulating in the mainstream - "Candy or Eaten"

USING THINKING MAPS

by Ms. Amy Kimmerle-Haggard & Ms. Nanci Shrager,
Thinking Maps Co-Coordinators

What are Thinking Maps?

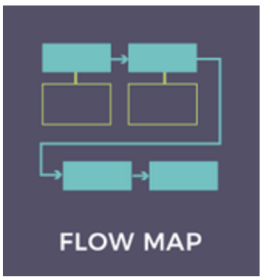
Thinking Maps, developed by Dr. David Hyerle, uses a common visual language and patterns that fosters critical and creative thinking. Students visualize their thinking by applying concrete images to abstract ideas, thus utilizing a tool to meet the challenges of our 21st Century instruction.

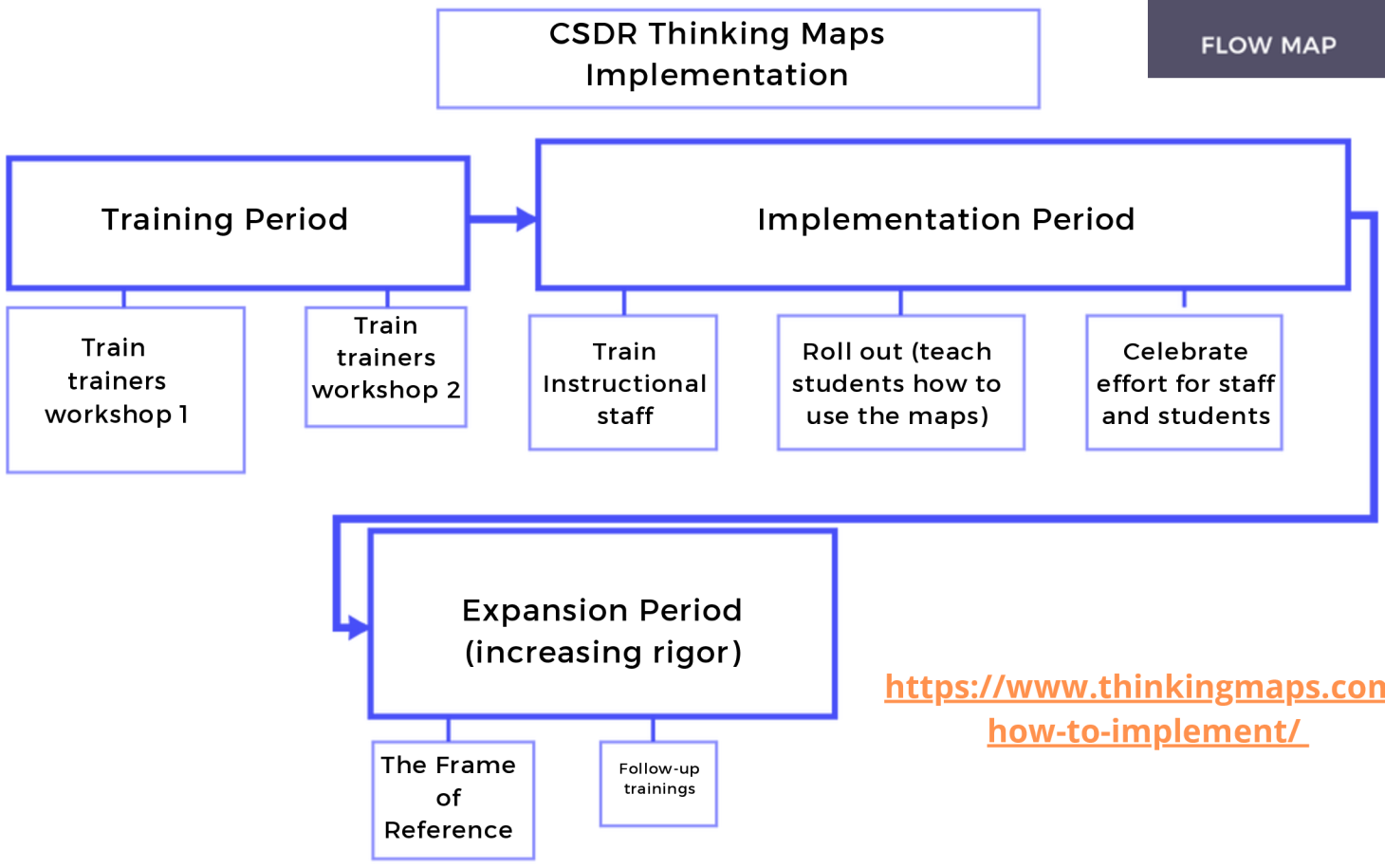
How will they help our students?

Thinking Maps create a common visual language for students to create patterns that support critical and creative thinking. They will be used in all content areas and all grade levels, so rigor can increase as your child continues to grow and learn. Thinking Maps have been shown to increase comprehension, problem solving, critical thinking, and creativity (Thinking Maps: A Language for Learning, Hyerle & Yeager, 2017).

All instructors, all content areas.

The CSDR Instruction Staff ECE-12th grade began participating in professional development for school wide implementation in the Fall of 2018. Fifteen teachers participated in workshops to become part of the Team of Trainers (TOT), and then trained the rest of the instructional staff. During the 2018-2019 school year our teacher trainers lead introduction sessions that emphasized the opportunities to increase teacher effectiveness. This year's trainings allow teachers to choose specific focuses that support their specific classroom goals.




CSDR Thinking Maps Implementation
Training Period
Implementation Period
Train trainers workshop 1
Train trainers workshop 2
Train Instructional staff
Roll out (teach students how to use the maps)
Celebrate effort for staff and students
Expansion Period (increasing rigor)
The Frame of Reference
Follow-up trainings

https://www.thinkingmaps.com/how-to-implement/

Alumni Success | Karina Baker '15

Karina Baker, CSDR Salutatorian '15, is on the rise and is one for us to watch and cheer. Karina has completed her Bachelor's degree in four years at RIT, and is currently in the Masters in Public Administration program at Gallaudet University. She also participates in their consortium program, which allows her to take public administration courses at American University and George Washington University as well.

Most notably, Karina and her team of colleagues have established a company, Thinking Hands@educationinasl, with the launching of an online educational platform. The team recently won First Place and the Audience Favorite award in the Gallaudet BisonTank Startup Competition during Homecoming 2019 weekend. Thinking Hands is working on developing ASL videos covering the K-12 core curriculum for Deaf students with the aim to provide more access to educational content and push for a better outlook for Deaf students.

Karina's success is largely due to the benefits of a full language foundation. She is the daughter of an oral Deaf father who later learned ASL. "My dad remembers always trying to figure out everything, feeling left out, and he did not want the same for me," recalls Karina during an interview while enrolled at CSDR. As a product of a decision made by an experienced, grown Deaf adult, Karina was immersed in ASL and written English since birth.

Karina's team wins BisonTank Startup Competition

During Karina's high school years at CSDR, Karina was the "Most Outstanding Player" at the national Academic Bowl competition, and passed her AP English exams for college credit. As a student, she was known for her quick wit and fluid speed in expressing herself. Clearly, Karina had always demonstrated high verbal skills. Research explains that intelligence is the ability to problem solve and come up with new solutions given a new problem. (ASL) verbal skills are most closely linked to academic success.

The goal of the BisonTank event, hosted at Gallaudet University, is for their students to elevate their entrepreneurship ideas. Students presented their own business ideas pitches.

Ideas & Resources to Support Language Acquisition

- Contact your local Deaf Agency for a Deaf Coach to work with your family, local sign language classes, community education, advocacy and interpreter services.
- Connect with Family organizations focused on Deaf children.
- Get a poster of the ASL alphabet. Hang it in a prominent place in your home. Use it as a reference when you do not know the sign for a word.
- Practice signing / fingerspelling signs you see as you drive around (i.e., freeway signs, stop signs, and street names).
- Take any opportunity you can to learn more about Deaf culture and Deaf people. The more you know the more chance you will get to practice your signing skills.
- Let your son or daughter participate in Deaf youth groups or summer camps.
- Contact Thrive! Outreach Resource Center at CSDR for information on local ASL classes, videos, Deaf story-reading / poetry nights or theatre performances, books, etc.

Alejandro Morales-Murphy attends a CSDR community event with his Deaf daughter Braelynn

Connect with Resources and Organizations

- **CA Resource Guide for Parents of Deaf Infants & Toddlers** | www.cde.ca.gov/sp/ss/dh
- **Laurent Clerc National Deaf Education Center - Focusing on Early Accessible Language** | www3.gallaudet.edu/clerc-center/learning-opportunities/online-learning
- **Visual Language Visual Learning (VL2) Parent Package** | vl2parentspackage.org
- **Parent Links** | www.empoweryourfamily.org/ParentLinks
- **Hands & Voices** | www.handsandvoices.org
- **American Society for Deaf Children** | deafchildren.org

ASL Biliteracy

- **ASL Videos on CSDR YouTube** | www.youtube.com/c/CaliforniaSchoolForTheDeafRiverside
- **Laurent Clerc National Deaf Education Center** | www3.gallaudet.edu/clerc-center
- **ASLized** | aslized.org
- **Dawn Sign Press** | www.dawnsign.com
- **Deaf Education National Resources** | www.deafeducation.us/resources
- **Described and Captioned Media Program – ABC Videos** | dcmp.org/media
- **Hands Land – Amazon Prime Video** | www.amazon.com
- **Kids Stories in ASL** | **DPAN.TV** | dpan.tv/programs
- **Max ASL Storybook** | www.maxasl.com
- **Motion Light Lab – ASL Literacy Activities** |
- motionlightlab.podia.com/asl-literacy-activities
- **VL2 Storybook Apps in ASL** | vl2storybookapps.com
- **15 Principles for Reading to Deaf Children Reading to Deaf Children; Learning from Deaf Adults** | www3.gallaudet.edu/clerc-center/info-to-go/literacy

Local Deaf Agencies in Southern CA

- **Greater Los Angeles Agency on Deafness** | gladinc.org
- **Center On Deafness – Inland Empire** | codie.org
- **Orange County Deaf Equal Access Foundation** | www.ocdeaf.org
- **Bakersfield GLAD** | www.b-glad.org
- **Tri-County GLAD** | www.tcglad.org
- **Deaf Community Services – San Diego** | deafcommunityservices.org

Learn American Sign Language

- **ASL Connect - Gallaudet University** | www.gallaudet.edu/asl-connect
- **ASL Dictionary** | www.asl-dictionary.com
- **ASL Nook** | aslnook.com
- **SignON Connect** | signonconnect.com
- **The ASL App** | theaslapp.com
- **Signing Time Academy** | academy.signingtime.com

FAMILY ASL CLASS

by Pat Melvin, M.A.,
Family ASL Class Instructor

On any given Wednesday evening at CSDR, from September through May, you will see parents, family members, and people from the surrounding community gather to learn American Sign Language. Their motivation - to effectively communicate with their Deaf child, other Deaf family members, friends, coworkers, customers, or just because they are interested and fascinated with sign language.
The Family ASL Class provides many benefits to the parents and families who learn ASL:

1. **Reduce frustration for both Deaf and hearing family members**
2. **Establish effective discipline**
3. **Enable meaningful, bonding relationships**
4. **Promote healthy self-esteem**
5. **Develop cognitive thinking and reasoning skills**
6. **Result in age appropriate written language skills.**

The Family Sign Language Video curriculum that CSDR uses is designed to introduce families to a fun, effective and clear language system that will accomplish the above six key goals.

The additional ASL vocabulary and structure lessons taught provide the parents and families with the ability to communicate with their Deaf child about the various holidays they celebrate, hobbies, and interests they pursue as a family so that they are included in all family events with full communication access.

In addition to the basic lessons, a survey is taken in the class to find out what other signs families want to learn. Next, the instructor prioritizes the additional sign vocabulary topics to determine the order in which to teach them, based on their interests, after the core lessons are taught. Holiday signs are taught as well.

CSDR Family Sign Language Class uses the Family Sign Language Video Series
Teach and Learn Sign Language
or rent for free from
Described & Captioned Media Program

Fun, interactive games and activities are used in an informal classroom environment to practice the vocabulary and to develop signing and communication skills. ASL lessons are also taught to give them practice with the new vocabulary in the correct language structure of ASL.

Parents and family members share that the Family ASL Class is a more comfortable setting to learn ASL than taking college courses that maintain a faster pace and with increased pressure to keep up with the lessons, not to mention all the costs associated with taking a college course. They also say the Family ASL class is a "safe zone" for parents and family to practice and the lessons are easy to follow and use. They like the family atmosphere that is cheerful with many activities to help them learn together.

Family ASL Class teaches parents and family members to communicate with their son, daughter, brother, sister, cousins, and other deaf people they meet on the job, or when out and about in the community. Parents enjoy meeting, socializing, and networking with other parents of Deaf children to share their experiences and ideas with each other. They gain comfort and support from eachother in class each week as a result. Families realize they are not alone in the journey to communicate with their Deaf child.

ONLINE RESOURCES FOR LEARNING ASL:

ASL Connect - Gallaudet University | www.gallaudet.edu/asl-connect
ASL Nook | aslnook.com
ASL Dictionary | www.asl-dictionary.com
SignON Connect | signonconnect.com
The ASL App | theaslapp.com
Gallaudet University Press - Children's Books & Videos | gupress.gallaudet.edu
Benefits of Signing with Your Child | www.signingtime.com/faqs
Signing Time Academy | academy.signingtime.com

A mother signs "HAPPY" in the Family ASL Beginning Level 1 class that meets in the Pachappa 1 Cottage from 6:00 pm to 7:30 pm.

A daughter draws a word on the board as part of a Pictionary-type game on feeling words with her parents in the Family ASL class

A Spanish interpreter is provided to translate the lessons through headsets, making it more comfortable for Spanish speaking families to learn ASL using their native language.

The Impact of Language Deprivation on Social Emotional Wellbeing

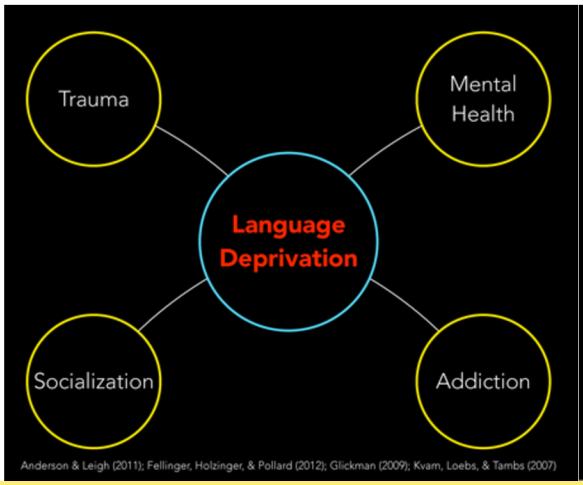
INTERVIEW WITH CSDR COUNSELING DEPARTMENT

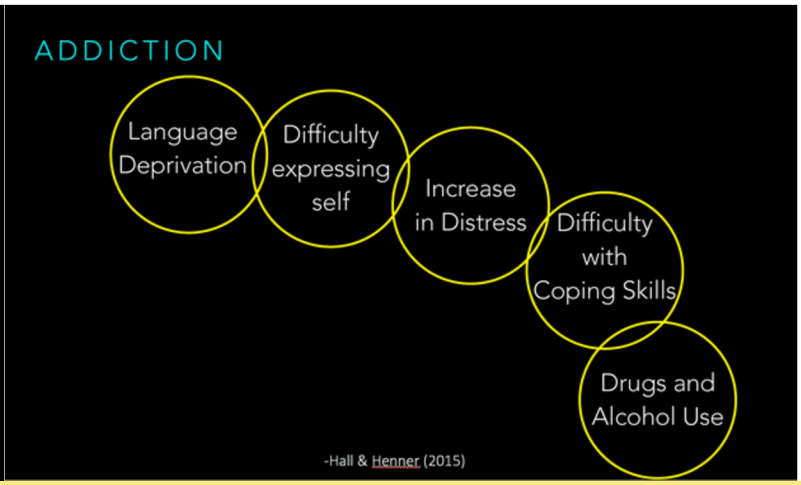
What is the impact of language deprivation on students' wellbeing? What have you witnessed?

We will often see students experiencing low self-esteem and low self-worth due to limited communication with families who may not share the same language, and/or with peers who have more language development. This impacts the students' ability to understand teachers in the academic setting if their language foundation was weak when they begin enrollment at CSDR at a later age. They often won't ask for help due to shame and embarrassment.

How do you help students cope with language deprivation and mental/emotional wellbeing?

Our goal as school counselors is to teach these students effective social skills (including being aware of how their behaviors/comments affect others) and teach the concept of cause/effect when demonstrating conflict resolution skills to students. We also strive to assist with self-esteem during individual and/or group counseling sessions by having students work on projects and hands-on activities where they identify positive aspects of themselves and learn how to share these positive attributes with others and the community at large. That way, even if students have some academic limitations, the goal is for them to be able to manage emotional stressors effectively, have a healthy self-esteem, and to experience meaningful relationships.





Counseling Department coordinates and provides series of Social Emotional Learning workshop, that involve presenters by students, Superintendent Nancy, and community representatives

"SOCIAL INTERACTION IS THE ORIGIN AND ENGINE OF LEARNING. . . WE BECOME OURSELVES THROUGH EVERYONE ELSE."

- VYGOTSKY, A PIONEER IN DEVELOPMENTAL AND EDUCATIONAL PSYCHOLOGY

Our Pledge
Every student in Riverside County will graduate from high school academically and socially prepared for college, the workforce, and civic responsibility.

Inspired to be positive "game changers" with guest speaker at HS Unity Day conference

Latinx Club students connect with others at Raza de Sordx retreat

A class fully engaged in conversational language within a relaxed, risk-free setting

Faces smeared in whipped cream as part of Interactive pep rally activities for school spirit

MS students enjoying interactions at the annual school & cottage hosted Rubidoux Bowl

Toddlers, seated in a red 6-seat cart, learn etiquette for Trick n' Treating during Halloween

Residential students learning from Doc Torres, Deaf retired professional basketball player

Gianna Visco was nominated as among Riverside County's 25 Most Remarkable Teens

Enza Visco & Gisella Visco present about diversity at Riverside County State of Education Address

IN STUDENTS' EYES | "DEAF PEOPLE AND POLITICS"

Gallaudet Literacy Contest
1st Place Award Winning
Essay by Clark Barrett '21

Clark Barrett, HS Junior

To ensure the rights of the Deaf, one must consider how rights are attained. To be able to thrive and secure a position in society, Deaf people need to stop making vlogs to rally and do something. Rights can be attained through promoting activism, being aware, and lobbying Congress. However, these rights are not always present due to lack of Deaf representation. I barely see any prominent Deaf figures stepping up to speak out and put us in the spotlight. We Deaf people are a minority, and we have not really secured many rights compared to the Black Lives Matter movement, and so on. Simply put, the Deaf community has failed to do something significant lately and have just been cruising on the ADA without a second thought.

The constitution of America has always been prided upon by its people for all the rights it contains. We, as Deaf people, are not exempt from the constitution. We can assemble and petition, we can protest peacefully. Take Deaf President Now (DPN) as an example of the power of Deaf people and what types of protests they are capable of. DPN was a stepping stone to recognition of Deaf politics, as it was televised nationally, and it was broadcast to the homes of millions. Despite being viewed as childish and immature in the eyes of the heavily-ridiculed Gallaudet University board of trustees, Jack Gannon described the protesters as “clear-eyed students and professionals” (Gannon). That is true activism, executed in such a powerful way because we rallied and fought for our rights. They did not sit back and whine about how mean the Board of Trustees were. There have not been many examples of Deaf activism lately, since DPN. Other examples of activism can be traced back to the Deaf youth at Gallaudet University again, like the 2006 Unity for Gallaudet protests.

In 2006, the students of Gallaudet University disapproved of the selection of the new president of the university. Even though she was Deaf, she was looked at as a distant person and not qualified enough to preside over the only Deaf university in the world. The students acted without fear, seizing the day by taking control of the Gallaudet University campus, locking down a building, and disrupting classes to bring attention (Washington Times). That shows what one can do when one believes in something, and now, since 2006, there have been no significant changes or examples of Deaf people seizing their claim to their rights, even if it gets them arrested by their own university president, as mentioned by Megan Malzkuhn:

> “Deaf President Now (DPN) has become synonymous with self-determination and empowerment for Deaf people everywhere.

See next page | POLITICS

Student Leadership in Jr.NAD

by Erica Hossler, JrNAD Co-Sponsor & Student Life Counselor

During the annual Battle of California weekend, almost 40 student leaders from each California School for the Deaf (Fremont and Riverside), totalling 76 students, met together in Riverside for the 2nd annual Jr. NAD Battle of California Leadership Retreat. Our theme for the day was "Share your Story" to help reveal their leadership personalities and discover how our stories can make positive changes.Students were empowered with tools for self and community advocacy and to speak up for Deaf students' rights to early language access and quality education. Having student connections made on a personal and professional level made it truly an inspiring day!

United as student leaders between the two California Schools for the Deaf

POLITICS | Continued

"I sat down next to her. I knew and continue to know that this cause is just, and I was willing to be arrested to show my faith in this belief... After a long wait to be booked, we were released. Of course, I came back to Gallaudet right away. We continue to fight, and we know that this is the good fight. We will win, we must win. Jane Kelleher, this is not your time. This is our time. You need to resign" (Malzkuhn, Paragraphs 7&9).

There are many prominent Deaf figures out there, but there is no real major action or community-backed ideologies. Take the Deaf Grassroots Movement as an example of failure. Failure because there was not enough support, because there were no decisive or defining actions. Now, speaking about support of the deaf community...Recently, Melissa Yingst, also known as Melmira, conducted an interview with a young Deaf college student, Andrew Knox, who has an aspiration to become the first Deaf president of the United States of America. He has already made his stance on global issues and domestic politics very clear, like climate change and flaws in the ADA bill. He has voiced his opinion, including his agreements with Greta Thunberg, to quote: "We must act up and raise awareness about climate change that has been gradually getting worse over the years" (Knox). The Deaf community needs more passionate people like him, otherwise we will fail to make our presence known. Reach is a very crucial thing, as it raises awareness and support for our cause. To sum things up, we should take Andrew Knox as an example to promote our cause and instill his passionate mentality in Deaf youth across the world.

Overall, we Deaf people suffer from our own doing nothing. Activism, alongside awareness and lobbying, will aid heavily in improving political and social conditions for Deaf people. Currently, in this period of time, we are just sitting ducks waiting to be fed bread, instead of going to find our own bread. That needs to change. We need to be more involved and make sure people like Betsy DeVos don't cut funding to our Deaf schools and universities. We need to push back against the ignorant people that try to decide things for us. To conclude, I have a message to the greater part of the Deaf community: GET. INVOLVED.

Is your Child Challenged Academically during the Summer?

Dr. David R. Meek | SPaCE Center
National Technical Institute for the Deaf/Rochester Institute of Technology

Have you ever worried that your child is falling behind during the summer? They learn so much throughout the school year, and it can be hard to keep them challenged academically during the long summer break. We analyzed whether Deaf children in bilingual schools experience what is called "summer learning loss." We looked at academic progress in the areas of mathematics, reading, and language using MAP scores. The MAP is an assessment that is used in all schools in the state of California.

Both Deaf and hearing children may experience learning loss when they do not engage in educational activities during the three-month summer break. When children return to school, some children may struggle to catch up to peers who have stayed mentally engaged over the summer. This is called summer learning loss -- a decrease in academic skills and knowledge over the summer.

We looked at how MAP scores changed over time for 136 Deaf children in grades 2-12. We found that the amount of summer learning loss in mathematics depended on which grade the child was in. A child in a lower grade had more summer loss than when they were in a higher grade.

For example, children in 2nd and 3rd grade lost an average of 2 months of academic skills in mathematics. However, by the time they were in high school, they were making gains each summer. It was a different picture for reading, where summer learning loss happened across all grade levels. On average children lost 3 months of reading skill each summer. On the other hand, they maintained their English language skills throughout the summer.

So, what can you do to help children maintain their learning gains throughout the summer? For children in lower grades, we recommend focusing on math and reading. Work with teachers to develop activities for your child during the summer. For children in higher grades, it is still important to focus on reading and make sure they continue to engage in literacy activity during the summer.

CORRESPONDENCE CONCERNING THIS ARTICLE SHOULD BE ADDRESSED TO:

DAVID R. MEEK, ED.D
SPACE CENTER
NTID/RIT
DRMSPACE@RIT.EDU

Read more on next page | SUMMER

Some interesting activities for your family include going to the library as part of your regular summer schedule. Libraries often have activities such as summer book clubs and scheduled arts and crafts events that will keep your child's mind engaged during the summer.

Family going on vacation? Collect maps and brochures and guides to the places that your family will be visiting. Your child can read them and help plan visits to the places that you will explore.

If the family is not planning on going away for vacation, there may be local museums and parks that have free summer activities for children. There are also many summer camps that are for Deaf children of all ages. Some of these camps have full or partial scholarships based on a family's financial need. Children do not have to stop learning during the summer. Sign them up for summer activities that will keep their brains engaged. There will be less summer learning loss when summer activities reinforce what they learned in school.

Senor Rafael Davila '20 enjoyed Experience Youth Camp last summer

SUPPORT LANGUAGE ACQUISITION THROUGH SUMMER CAMPS FOR DEAF CHILDREN AND TEENS

Visit the lists below with links to resources, organizations, and supports for students in Deaf Education and their families throughout the United States.

CLERC CENTER SUMMER CAMP LIST
https://www3.gallaudet.edu/clerc-center/info-to-go/national-resources-and-directories/summer-camps.html

American Society for deaf children also lists summer camps:
https://deafchildren.org/

CALIFORNIA:

- Camp Grizzly for Deaf and Hard of Hearing Youth
- Camp Pacifica
- DCS Deaf Youth Literacy Camp
- Lions Wilderness Camp for Deaf Children
- Stars Basketball Camp

How Do I Find CSD Riverside Information Online?

CSD Website: www.csdcubs.com | Sign up to subscribe news

E-mail: info@csdr-cde.ca.gov

Facebook: www.Facebook.com/CSDRiverside

Instagram: @csdriverside Athletics Instagram: @csdrathletics

Twitter: @csdriverside Athletics Twitter: @csdrathletics

YouTube: www.youtube.com/c/CaliforniaSchoolfortheDeafRiverside

CSDR Alumni Association: www.csdralumni.org

Thrive! Outreach Resource Center: www.csdr-cde.ca.gov/thrive

Family Education Services & Tour

Written by Jennifer Kysella, Family Education Coodinator

Welcome! Come and Join Us!

The purpose of Family Education is to promote parent and family involvement by bridging the gap between the home and CSD Riverside.

We are committed to providing support and resources for the families of CSDR. We believe the families are important to the child's success and play an important role in all aspects of their child's achievements. This partnership is critical for the development of the whole child through ASL and involvement.

Through Family Education workshops, families will obtain information about a wide range of topics such as literacy development, language acquisition, child development and any other requested topic. The public can take advantage of our community resources and have the opportunity to learn about working with Deaf children and their families.

Spanish Speaking Families

We provide Spanish Speaking Family gatherings once a month to foster a strong support system through family connections and the school community.

Sign up on our website for a family **tour**!

Mission: *Students at the California School for the Deaf are engaged in a positive environment where ASL and English are valued, cultures are embraced, learning is relevant, and self-worth is uplifted. In collaboration with families and school communities, Southern California students prepare for college and careers with academic rigor, innovative technology, and extracurricular opportunities.*

Remembering our dear staff members who gave a lot to the school before departing with unexpected, untimely deaths: Teacher Joshua Foronda, Teacher's Aide Michael Garza '02, and Security Guard Don Sanders, forever remaining in the hearts of CSDR cubs.

We wish you well and that you continue to remain safe during this challenging time.

Stay in touch through COVID-19 website updates and eLearning resources, and on Microsoft Teams.